

endangered some of the moderate Arab governments and galvanized Muslim militants.

The recent military takeover of Pakistan and the subsequent anti-American demonstration in Islamabad should not be ignored. It is time we in Congress seriously rethink our role in the region and in the world. We ought to do more to promote peace and trade with our potential enemies, rather than resorting to bombing and sanctions.

The SPEAKER pro tempore (Mr. LAHOOD). Under a previous order of the House, the gentleman from Connecticut (Mr. MALONEY) is recognized for 5 minutes.

(Mr. MALONEY of Connecticut addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New York (Mr. FOSSELLA) is recognized for 5 minutes.

(Mr. FOSSELLA addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Mr. ROHRABACHER) is recognized for 5 minutes.

(Mr. ROHRABACHER addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

SAVING 1 PERCENT OF THE FEDERAL BUDGET TO SECURE SOCIAL SECURITY

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 1999, the gentleman from Colorado (Mr. SCHAFFER) is recognized for 60 minutes as the designee of the majority leader.

Mr. SCHAFFER. Mr. Speaker, I want to take this opportunity in this 1 hour special order to invite my colleagues in the majority conference to come join in our discussion of our accomplishments, and to also define somewhat the negotiating that is going on right now between the Congress and the President with respect to getting our budget resolution passed and getting the final agreement nailed down.

Before I do that, I want to talk about one of the announcements that is coming out tomorrow from the Department of Education. Over at the Department, a number of us paid a visit to them just a couple of weeks ago when the Secretary of Education had assured the country, certainly the Congress and the White House, as well, that it was impossible to find this one penny on the dollar savings that we hoped to secure in order to save social security and prevent the President's raid on the social security program.

The Secretary of Education said there is no savings to be found in the

administration at the Department of Education, that the agency is run efficiently and is run in the most lean manner possible.

So the three of us Members of Congress who walked down there had a difference of opinion. We physically showed up on the premises and started going office to office to find out if we could not help the Secretary find that penny on the dollar, and lo and behold, we found a number of places where it would be wise to look.

We found an account called a grant back fund, for example, that has about \$725 million in there that is not spent in the way that the statutes have defined. We also found some duplicate payments to the tune of about \$40 million. We have found several other things since then.

The most remarkable thing we found is that going back to 1998, the Department of Education's books are not auditable. In fact, tomorrow the Department of Education will be receiving notification from the auditors, who are charged with auditing the Department of Education, to finding out where this money goes, they will be receiving this notice claiming, showing, certifying that the Department of Education's books are not auditable.

This is a remarkable revelation coming out of the Department, especially at a time when the Secretary ran over here immediately after we started talking about saving money and telling us with certainty that there is no savings to be found in the Department of Education. He has no basis to make such a claim. His books over at the Department of Education are not auditable.

Mr. Speaker, I just had an opportunity to visit some schoolkids in my district on Monday. I visited three schools. Children in America's schools throughout the country are much like those children in my district in Colorado. They understand accountability. They understand completing assignments on time. They understand completing the work according to their requirements and being held accountable.

When a teacher says a report is due on a certain day, the kids understand that if they do not turn it in on that day, they will get an F. The Department, when they are supposed to audit their books and certify to the Congress that their books are clean, that they have balanced, that they are auditable, we should expect them to follow through. The Department of Education has failed to accomplish that objective. They will tell us tomorrow, we cannot find where the \$120 billion in taxpayer money has been spent and how it has been spent.

Mr. HAYWORTH. Mr. Speaker, will the gentleman yield?

Mr. SCHAFFER. I yield to the gentleman from Arizona.

Mr. HAYWORTH. I thank my colleague for yielding, Mr. Speaker. I just would ask my colleague, when were the reports or when was the audit or finan-

cial statement from the Department of Education due? Was it not March, or sometime earlier this year?

Mr. SCHAFFER. That is right.

Mr. HAYWORTH. So now it is November. They received an incomplete grade, basically, for lo these 9 months, and tomorrow, I guess sotto voce, in low, spoken terms, the Department of Education is going to admit that it has made an F in terms of fiscal responsibility, and even more than fiscal responsibility, fiscal accountability. Mr. Speaker, there is no greater evidence that we take the right approach to get dollars to the classroom, rather than deal with the care and feeding of a Washington bureaucracy.

I would just ask my friend, the gentleman from Colorado, and first of all, let me commend him, sir, and let me also commend my colleague, the gentleman from Michigan (Mr. HOEKSTRA) and my colleague, the gentleman from Arizona (Mr. SALMON) for making that trip 2½ weeks ago to the Department of Education.

I understand, and now help me on this, there is, in essence, a fund of cash, some have described it as a slush fund, to the tune of how many millions, \$725 million?

Mr. SCHAFFER. One of the reports on that fund suggested that there has been in the past, recently, about \$725 million. The Secretary says it is a little bit less than that, but still there are hundreds of millions of dollars, even about by the Secretary's account. The bottom line is they are not real sure.

Mr. HAYWORTH. Again, so we can try to get a handle on the sums we are talking about, money that could be well spent in America's classrooms helping teachers teach and helping children learn, annually we are looking at an appropriation for that cabinet level agency of \$35 billion?

Mr. SCHAFFER. A \$35 billion annual appropriation, which is this year's appropriation, but on top of that there is another \$85 billion in loans that that department manages, so a grand total of \$120 billion is managed by the Department of Education. It effectively makes it one of the largest financial institutions in the world.

Mr. HAYWORTH. So forget, if my friend would yield further, forget the colloquialism about an 800-pound gorilla. We have a \$120 billion sum of money that in essence is unaccounted for from the department in Washington, D.C. charged with teaching responsibility and the three Rs.

Maybe that is the fact, Mr. Speaker. We talk about reading, writing, arithmetic. With all due respect, Mr. Speaker, to our friends in the Department of Education, we need to teach a fourth R, responsibility, and accountability, and counting, with a C, to be able to actually handle their books.

I think it is important to inform the body, Mr. Speaker, based on current events, that we do welcome back to the Chamber the House minority leader,